CT-SEDS

April 25, 2023

Board Of Education Meeting

Connecticut Special Education Data System (CT-SEDS)

CT-SEDS is a statewide, web-based special education data management system that was designed to:

- Support the development of compliant and high quality individualized education program (IEP) documents and 504 plans
- Reduce local data reporting burdens by eliminating the need for data uploading or collection
- Consolidate the timely collection and accurate reporting of student data and information
- Provide a document repository and facilitate timely record transfers
- Ensure secure access to student data including a parent/guardian portal
- Allow for the interoperability with existing state and local data systems and other authorized vendor programs
- Provide for the creation of student and aggregate reports for multiple user levels

CT-SEDS State Implementation Timeline

SEPTEMBER 2020

The Connecticut State Department of Education (CSDE) entered into a partnership with Public Consulting Group (PCG) to design, develop, and implement CT-SEDS.

JANUARY 2022

A limited number of spots for IEP Quality Training are provided to districts & 21 school districts pilot the software.

LATE SPRING 2022

State provides "CT-SEDs preview sessions"

JULY 1, 2022

IMPLEMENTATION

District Implementation

July 1, 2022: CT-SEDs is live

July 1- August 2022:

- CSDE Training:
  - 10 spots for "Expert Training" are provided to the district by the state
- Pupil Services Office:
  - Planned and developed all professional development to train staff on initial use of CT-SEDs software
  - Developed an IEP training manual
  - Developed a 504 training manual
  - Updated Pupil Services procedures and processes to align with CT-SEDs system
  - Upload of documents from previous software into the CT-SEDs system

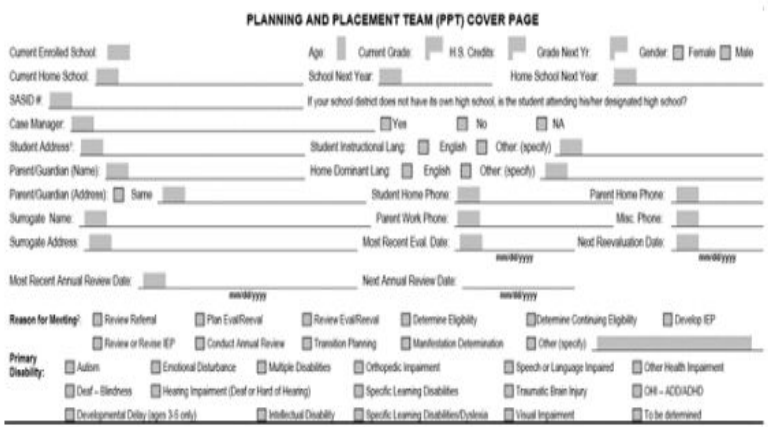
August 2022 - Present:

- Special education staff received 2.5 days of IEP Quality Training Professional Development (ongoing)
- All special education staff received training from Pupil Services on use of the CT-SEDS software platform (ongoing)
- Building administrators and special education teacher leaders collaborate with Pupil Services to provide building level support for staff
- PPS Office supports all questions districtwide that cannot be resolved at the building level
- PPS submits and tracks all questions that require contact with the state help desk

IEP Comparison

Student Information

Old IEP



PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE

Current Enrolled School: Age: Current Grade: H.S. Credits: Grade Next Yr: Gender: Female Male

Current Home School: School Next Year: Home School Next Year:

SASID #: If your school district does not have its own high school, is the student attending his/her designated high school?

Case Manager: Yes No NA

Student Address: Student Instructional Lang: English Other (specify):

Parent/Guardian (Name): Home Dominant Lang: English Other (specify):

Parent/Guardian (Address): Same Student Home Phone: Parent Home Phone:

Surrogate Name: Parent Work Phone: Misc. Phone:

Surrogate Address: Most Recent Eval. Date: (mm/dd/yyyy) Next Reevaluation Date: (mm/dd/yyyy)

Most Recent Annual Review Date: (mm/dd/yyyy) Next Annual Review Date: (mm/dd/yyyy)

Reason for Meeting: Review Referral; Plan Eval/Reval; Review Eval/Reval; Determine Eligibility; Determine Continuing Eligibility; Develop IEP; Review or Revise IEP; Conduct Annual Review; Transition Planning; Manifestation Determination; Other (specify):

Primary Disability: Autism; Emotional Disturbance; Multiple Disabilities; Orthopedic Impairment; Speech or Language Impaired; Other Health Impairment; Deaf – Blindness; Hearing Impairment (Deaf or Hard of Hearing); Specific Learning Disabilities; Traumatic Brain Injury; OHI – ADD/ADHD; Developmental Delay (ages 3-5 only); Intellectual Disability; Specific Learning Disabilities/Dyslexia; Visual Impairment; To be determined

New IEP (starting with IEPs created after July 1, 2022)

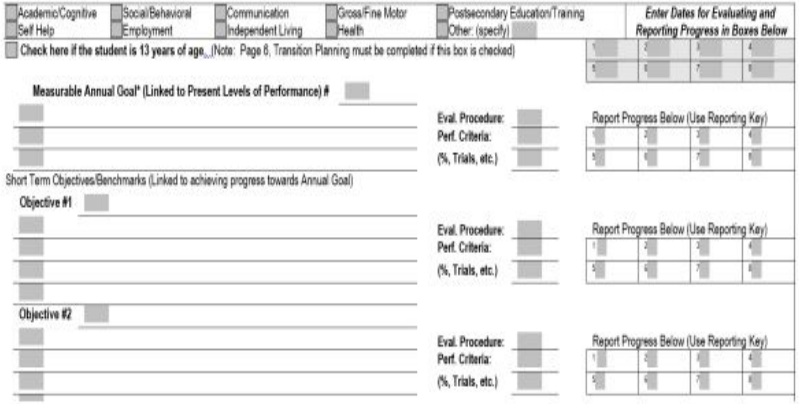
Student Name:	**Meeting Date:**
SASID:	**Case Manager**
Date of Birth:	**Parent/Guardian Name:**
Current Grade:	**Primary Disability:**
Current Enrolled School:	**School Next Year:**
Most Recent Evaluation Date:	**Next Reevaluation Date:**
Most Recent Annual Review Date:	**Next Annual Review Date:**
Surrogate Parent: *(if applicable)*	

Reason for Meeting:

IEP Comparison

Annual Goals and Short-term Objectives

Old IEP



Academic/Cognitive | Social/Behavioral | Communication | Gross/Fine Motor | Postsecondary Education/Training
Self Help | Employment | Independent Living | Health | Other: (specify)

Enter Dates for Evaluating and Reporting Progress in Boxes Below

Check here if the student is 13 years of age. (Note: Page 8, Transition Planning must be completed if this box is checked)

Measurable Annual Goal* (Linked to Present Levels of Performance) #

Eval. Procedure:
Perf. Criteria:
(%, Trials, etc.)

Report Progress Below (Use Reporting Key)

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objective #1

Eval. Procedure:
Perf. Criteria:
(%, Trials, etc.)

Report Progress Below (Use Reporting Key)

Objective #2

Eval. Procedure:
Perf. Criteria:
(%, Trials, etc.)

Report Progress Below (Use Reporting Key)

New IEP (starting with IEPs created after July 1, 2022)

Annual Goal 1	**Evaluation Method**
Goal Statement #1 for Reading	*Eval Procedure*
Short-term Objectives/Benchmarks	**Progress Monitoring Schedule**
Obj. 1	*Eval Schedule*
Obj. 2	*Eval Schedule*
Obj. 3 (and more, if needed)	*Eval Schedule*
CT Core Standards Aligned to this Goal ***(Early Learning Development Standards)***	
Standard 1	
Standard 2	
Related Service(s) necessary to achieve this goal (if any)	
Related Service Name	

CT-SEDS Advantages:

- Multiple data collections will be eliminated completely (SEDAC, Evaluation Timelines, and Restraint/Seclusion) will be subsumed under CT-SEDS
- State can pull data directly from CT-SEDS for federal and state reporting purposes.
- Data related to provision of accommodations and designated supports for statewide testing will be pulled directly from CT-SEDS
- Paperwork is easier to read, more user friendly
- Document repository
- Supports the development of high quality and compliant IEPs
- Parent Portal

Challenges

- No training provided to districts on how to use the software *prior* to the system going live on July 1
- Districts were not provided necessary resources or training for their staff prior to the system going live or at the start of the new school year
- State was not prepared for the significant number of system issues/errors preventing the creation and finalization of documents within required timelines
- Wait times of several days to receive a response from the help desk in Fall 2022
- System set up and requirements result in increased time to input information and generate documents

Next Steps

- Full transition from IEP Direct (old software) to CT-SEDs complete at the end of the 22-23 school year
- Continued professional development for special education staff and administrators through the end of this school year and throughout 23-24 school year
- More professional development and focus on the 504 plan module
- State planning to release additional modules in the future that will require additional professional development and planning time for implementation